

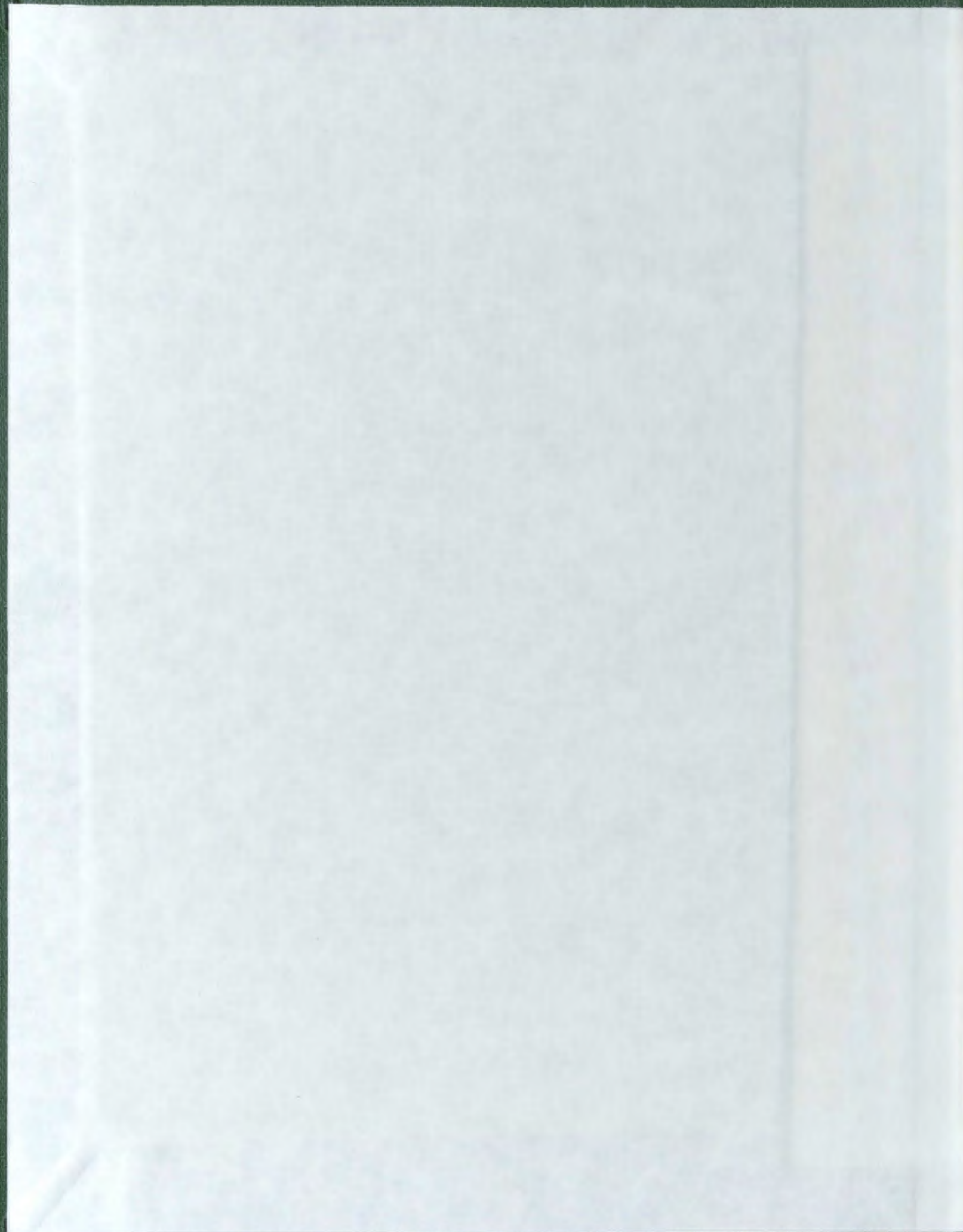
TEACHER TRAINING IN
NEWFOUNDLAND, 1800-1949

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TEACHER TRAINING IN NEWFOUNDLAND, 1800 - 1949

by



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A thesis submitted to the School of Graduate
Studies in partial fulfillment of the
requirements for the degree of
Master of Education

Department of Educational Foundations
Memorial University of Newfoundland
May 1985

St. John's

Newfoundland

Abstract

The purpose of this study is to examine the development of teacher training in Newfoundland's educational history from its early beginnings to the Commission of Government years. Changes in the method of training teachers in Newfoundland have been mainly the result of attempts to improve the school system. Furthermore, the development of education in Newfoundland has been considerably different from the pattern found elsewhere in British North America. A number of factors which have contributed to the uniqueness of the education system in the Colony are examined in the thesis.

In addition, the study outlines the type of training which teachers received from the early 1800's to the 1940's. This training changed as a result of a number of key developments, including the existence of church-based societies, the passage of educational legislation, the creation of the Council of Higher Education, the establishment of the Normal School, and the study of the educational system under the Commission of Government in Newfoundland.

Acknowledgements

A number of individuals have contributed to the completion of this study. First, I would like to acknowledge with thanks the help of the Department of Educational Foundations, particularly my advisor, Dr. John Netten, and the Head of the Department, Dr. Ishmael Baksh. Further appreciation is extended to the members of my Committee as well as the staff of the Queen Elizabeth II Library, particularly the staff of the Newfoundland Studies Centre.

I would also like to extend my sincere appreciation to Ms. Maureen Kent for her excellent job in typing this thesis, despite her busy work schedule. Her expertise was a tremendous asset in the final stages of preparation of the thesis.

Finally, a great deal of gratitude is extended to my husband Albert for his continued support, encouragement, and interest in this project. Appreciation is also given to my parents for their years of financial and moral support in my academic studies. Without the assistance and encouragement of these people, this task would not have been possible.

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CHAPTER I

BACKGROUND AND EARLY BEGINNINGS

The history of teacher training in Newfoundland has been a relatively unexplored area in Newfoundland education. Yet, in many ways, it reflects the development of education in the province, particularly in the degree to which it was a priority of government and a concern of the people. In the course of the province's educational history, the teacher's role has changed and improved considerably, from a schoolmaster of the eighteenth century to the recognized professional of today. As in the other provinces, there was a realization in the late nineteenth century that any improvement in the state of education would require improvement in teacher training. Hence there has always been a close association between improvement in teacher training and improvement in the quality of schooling provided.

The development of education in Newfoundland has followed a pattern different from that of any other part of British North America. For a number of reasons, teacher training in Newfoundland has lagged behind other areas. For example, some movements in teacher education that occurred in British North America did not come to the Island until very late or, for various reasons, did not come at all.

A study of the development of teacher training in Newfoundland is valuable in that it isolates key factors which made progress in teacher training different from other parts of British North America. Furthermore, an examination of these factors helps in the understanding of the uniqueness of the Newfoundland education system as a whole. The history of teacher training in Newfoundland has not been studied in great depth. While it is possible to trace its evolution through legislation, the attitudes towards the role of the teacher, although more difficult to isolate, provide the greatest insight. In addition, certain key developments must be focused on in order to examine the changing views on the role of the teacher.

Although Newfoundland was among the first of the North American colonies to receive settlers, its political, social, and economic development was painfully slow in comparison to other British North American colonies. The fisheries of Newfoundland were exploited by European fishing nations as early as the sixteenth century but permanent settlement on the Island did not occur until much later. The early history of Newfoundland was shaped by its fishery and the international competition which arose around it. In the midst of strong competition for fishing rooms, designated fishing areas, the first English settlers came to Newfoundland to find a mixture of French, Portuguese, and Spanish also laying claim to the Island. Each country had a reasonable claim to settlement.

From the beginning, colonization in Newfoundland was markedly different from the settlement of the other British North American colonies. In other parts of English-speaking North America, colonists had come to begin a new life, to leave the Old World behind forever. The early settlers of Newfoundland, however, did not anticipate the same degree of permanence. They were always aware that they could return home in their fishing ships whenever they wanted. Many had come with the intention of staying only three or four months.

Another major difference between the mainland colonies and Newfoundland was the composition of its early population. In mainland British North America, the need to develop the land brought labour from a number of European countries. In Newfoundland, on the other hand, settlers needed only to be skilled in the fisheries. The population was limited to English and French, and after 1713, limited even more to English and Irish. From England came settlers primarily from the West Country, the counties of Devonshire, Dorset, Somerset, and Hampshire. Most Irish settlers came from the two ports of Waterford and Cork. Newfoundland's population, in comparison to the mainland colonies, was clearly homogeneous. Moreover, the fluctuating prosperity of the fishery, its value in Europe, its place in the midst of international trading, determined when and where settlement took place.

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Throughout most of the seventeenth and eighteenth centuries, Newfoundland remained closely tied to Britain and the West Indies through the fishing trade. It was not until 1763 that the colony came into closer contact with the rest of British North America. Following the American Revolutionary War, Newfoundland turned to mainland British North America for supplies of lumber and food. While an association with the New World developed, Newfoundland remained more closely connected with Britain throughout the seventeenth, eighteenth, and nineteenth centuries as the fisheries dominated the economy.

As long as the colony of Newfoundland was used as a fishing base and as a training ground for the British navy, settlement was not encouraged in the colony. Until the late eighteenth century, any serious attempts at colonization were hampered by those who held their fishing interests in high regard, using the colony as a base for their operations. Thus in the earliest years of the colony, any educational advancement was thwarted by a number of factors, including a lack of settlers, settlers who stayed only for the summer, or settlers who had a distrust of government for various reasons. Even as settlement appeared to be tolerated, there remained strong factors to militate against any significant progress in education. For some time, there were problems of geographic isolation, poverty, and general apathy on the part of the colonists to educate

their young. Settlers in Newfoundland had built up a strong resentment towards government mainly because Britain apparently was not interested in their welfare, but more in the economic value of the fisheries conducted from the Colony. Furthermore, the social background of these settlers, it has been suggested, prohibited any unity of social action. Many had come to the Island to escape debts or oppression at home. In addition, the relationship between fisherman and merchant served to stunt any initiative on the part of the people to improve their lot through education. Isolation, poverty, disorder, lawlessness, and apathy towards social progress by either group, English merchants or common folk, deterred intellectual growth and the ability or desire to take responsibility. Barnes, in his thesis on the History of Newfoundland, places the blame at the top:

The settled and persistent policy of the fishing admirals and English merchants engaged in the Newfoundland trade appears to have been to keep the settlers unlettered and in ignorance for the purpose of making larger profits from them. The influence of those commercial adventures was unfortunately strong enough with the Imperial authorities to induce them not only to countenance but actually co-operate with them in their nefarious scheme. (Barnes, 1917)

It is not surprising that the earliest schools in Newfoundland were opened and operated by charitable organizations. The first teachers in Newfoundland were sponsored by the British-based Society for the Propagation

of the Gospel in Foreign Parts, which began its missionary work as early as 1701 in Newfoundland with the arrival of Reverend John Jackson. As its name suggests, the chief aim of this organization was to spread the Christian gospel to foreign parts, including the colonies of British North America. However, the Society was also involved in providing a small amount of schooling in some areas of the Colony. Initially, this was done by providing small amounts of money for the support of schoolmasters.

Education, while important, was seen only as a subsidiary to the job of securing the religious welfare of the Colony's inhabitants. Through small subsidies given by the British government, the Society provided the means of operating schools and paying teachers' salaries, meagre as they were.

Content and methods of instruction were limited to mechanical skills and rote memorization. The texts consisted mainly of Bibles and prayer books. For the most part, teachers sponsored by the Society were members of local communities and therefore had no more than an elementary education. Missionaries and schoolmasters of the SPG had to present certification of "Age, Condition of Life (married or single), Temper, Prudence, Learning, sober and pious Conversation, zeal for the Christian Religion, Affection to the present Government and

Conformity to the Church of England" (Annual Reports of SPG, 1701-1850).

Not much education was required to teach in these early schools. Schoolmasters were often Catechists and Lay Readers. They were expected to instruct in the Church Catechism and to teach the child "to read truly and distinctly, to write a plain and legible Hand in order to fitting them for useful Employments; with as much Arithmetic as shall be necessary to the same Purpose" (Annual Reports of SPG, 1701-1850). Books were scarce. After the hornbooks and primers, students might be put into the Catechism, Psalter, Common Prayer Book, Bible, and a work called The Whole Duty of Man.

Records of the SPG mention the work of some schoolmasters in the closing years of the eighteenth century. For example, George Bemister was a Catechist and Schoolmaster from 1791 to 1807 in Bonavista. In 1743, St. John's made a request for a minister and Mr. Peaseley was moved from Bonavista with a pay of £40 sterling per annum. Mr. Peaseley, paid an extra £10 by the Society for teaching, reported the need for a school if the children were not to be corrupted by attending a Papist one. In 1766, a school was established in Harbour Grace by Lawrence Coughlan. Coughlan engaged a Mr. Jenner to teach poor children to read and write. The school, however, witnessed a series of teachers who stayed for no more than one or two years.

For most of the eighteenth century, the Society for the Propagation of the Gospel could afford only two missionaries (and only about a dozen at best up to 1840. When endorsed by missionaries, the best available local men would be eligible for the typical SPG stipend of £15 annually as schoolmasters. Fees of pupils contributed the greatest part to the support of teachers. However, the Society did rule that a certain proportion of children were to be taught free.

Between the years 1766 and 1824, the SPG provided for schools in over twenty settlements throughout the Colony. However, it should be pointed out that, in most cases, the operation of these schools was sporadic and attendance irregular. By the 1800's, it became clear that the Society could not meet the educational needs of the Colony as the number of settlements increased. Nevertheless, the initiative and meagre accomplishments of the SPG did show the apparent need for adequate schooling in the Colony, and, if for no other reason, the Society made a valuable contribution to the Island's educational development.

In 1806, the Benevolent Irish Society was formed in St. John's to give aid to the poor. In 1823, the Society constructed a building to house orphans. After much debate, it was decided to conduct some classes at the Orphan Asylum. By 1827, the Society offered classes to some two hundred boys in Navigation, Book-keeping, English Grammar,

Arithmetic, Reading, Writing, and Spelling. By 1844, Algebra, Geometry, Astronomy, and Navigation were taught to the higher grades. Teachers for the school were provided by the Irish Christian Brothers who were brought over from Ireland. In 1833, Bishop M.A. Fleming acquired the services of the Presentation Sisters in order to improve the education of the poor girls and "in order to remove them from the evil of mixed schools" (Andrews, 1973). In 1842, Bishop Fleming was successful in bringing the Sisters of Mercy to Newfoundland for the education of those who could afford to pay.

Throughout the first half of the nineteenth century, the Benevolent Irish Society had difficulty obtaining competent teachers. Four Christian Brothers were brought to the Colony in 1847 to live and teach in St. John's. Attendance grew in the schools but the Brothers were recalled to Ireland in 1854. By 1875, arrangements were made to bring Christian Brothers to the Island on a permanent basis. In August 1880, St. Patrick's Hall was opened with a staff of six schoolmasters. By 1906, there were 1,200 boys being taught in St. Patrick's Hall, Holy Cross, and St. Bonaventure's College. In their Educational Record of 1905, the philosophy of education of the Irish Christian Brothers is given:

Every person has two educations, one which he received from others, and one more important, which he gives himself.

The primary principle of education is the determination of the pupil of self-activity — the doing nothing for him which he is able to do for himself.

The fruits of the moral, formative, and ethical effects of the Teacher's work cannot be tested on examination day.

It is by thinking one's self on a subject that it becomes really known if we only try to understand and remember what the book says.

The student is influenced not only by what the Teacher says and does, but by what he is, by his tastes, his preferences, his learning, his courtesy, the breadth of his sympathy, the largeness and fulness of his life.

The teacher cannot stimulate and interest his pupils in their studies, who drives rather than draws, is very high unto failure.

Every Teacher must feel, "If I had been better myself, that boy would have been better; if I had more patience, more tact, this or that occasion of falling need never have been; if I had been pleasanter in my way of teaching, this or that boy would never have got into an obstinate mood." (Andrews, 1973)

The Wesleyan Methodist School Society was established by the Wesleyan Methodist Conference in England in 1813. Its income was obtained from subscriptions and collections taken in churches in England, Ireland, and the colonies. The Society was concerned mainly with establishing Sunday schools and by 1834 had thirty-two Sunday schools with 1300

pupils. In addition, the Methodist School Society conducted over twenty schools during the 1820's and 1830's. These schools devoted much of the time to the teaching of Reading and Spelling. The texts used were the Bible, the Catechism, and the Hymn Book.

The first day school operated by the Methodists was established in Carbonear in 1799 under the care of Mrs. Bulpitt. The school operated for seven years. By 1829, the Wesleyan Methodist School Society had schools in Portugal Cove, Blackhead, and Bay Roberts. The curriculum in these schools emphasized Reading, Writing, Spelling, Arithmetic, and Catechism. In addition, there is evidence that Bookkeeping, Geography, Grammar, Latin, and Navigation were also taught. Attendance at these schools was very erratic and school hours were not always rigid. In 1844, rules were established for Methodist schools which required teachers to be church members.

After the great fire in St. John's in 1846, the Wesleyan Missionary Society withdrew all grants to its Day Schools. However, in 1851, Wesleyans established the Newfoundland Wesleyan School Society, and 1852, a Wesleyan Normal Day School was opened in St. John's. Under the supervision of two teachers from Scotland, the Normal Day School operated for three years (Barnes, 1917).

In contrast to Newfoundland, the early years of educational development in the Maritime Provinces had many

influences, especially the traditions of the thousands of Loyalists who settled there. During the latter half of the eighteenth century, educating the common folk was a task for religious orders and charitable associations.

Among the Maritime colonies, Nova Scotia was the oldest settlement but movement in education was slow. Though entitled to have an elected assembly, the colony was actually run by a group of appointed officials from Britain who enjoyed the support of prosperous merchants and other men of influence. In this situation the wealthy upper classes in larger centres sought more exclusive schooling for their children. The rift between Halifax and the rural areas and the exclusive power of the social aristocracy prevented the colony of Nova Scotia from advancing educationally at a steady rate.

Interest in education in the colony of New Brunswick was more immediate. During the late 1700's, its population, predominantly Loyalist, consisted of a mixture of Acadians, Germans, Irish, English, and Scots. In contrast to the colony of Newfoundland, the heterogeneous population of the Maritimes had a strong influence on the development of education.

SPG operations in Nova Scotia began in the early 1700's. By 1750, the Society was supplying schoolmasters and had established schools in Halifax. Between 1782 and 1802, the SPG operated eight other schools in outlying

communities, though only for short periods of time. By 1800, in New Brunswick, the SPG was conducting fourteen schools. During the same time, a number of private schools had been set up in the larger centres in the Maritime colonies although these schools were in existence for only a short time.

The role of the Church, as in Newfoundland, remained the driving force in education during the early years but the role of the Church came earlier to the Maritime colonies than to Newfoundland. As early as 1758, the Church of England established the right to control education in Nova Scotia. In 1766, the government of Nova Scotia, in an attempt to provide some regulations regarding education, passed the first Education Act. This piece of legislation is significant because it officially recognized the government's role in education, a responsibility which the government in Newfoundland did not recognize until much later. In the early nineteenth century, a series of education acts in Nova Scotia slowly brought the Colony towards government grants for schools and eventually compulsory assessment, established by the Education Act of 1865.

Education in Newfoundland during the late eighteenth century and early nineteenth century was characterized by a limited number of teachers and a limited curriculum. Schools were poorly equipped and teacher training programs were

non-existent. It was not until one-third of the nineteenth century had passed that the government on the island of Newfoundland became involved in education.

CHAPTER II

THE NEWFOUNDLAND SCHOOL SOCIETY:
THE FIRST TEACHER TRAINING

The first major impetus to education in Newfoundland was the result of the efforts of the Newfoundland School Society, founded by Samuel Codner in 1824. The purpose of the Society was stated as follows:

...to supply the moral wants of the uneducated part of the community of Newfoundland; while it adopts Dr. Bell's system of instruction, it is cautious of giving offence by insisting on the general introduction of any particular Catechism. The Society intends that all the children of the schools should receive instruction in the Holy Scriptures and that on one or more days a week children of the Establishment should be instructed in the Church Catechism, and that attendance of all other children at such seasons should be left to the discretion of their parents. (13th Annual Report, Newfoundland School Society)

The Society desired to establish elementary schools for the poor, with the emphasis on religious instruction. In an anniversary sermon in 1825, Reverend Edward Cooper drew the connection between education and religious instruction.

The good claimed at your hands, is Education, Christian Education - the means of communicating moral and religious instruction to many thousands of the rising generation; who, apparently, but for these means, must continue destitute

of all the blessings and enjoyments which a Christian education confers.

That education, in the sense in which I have been using the term, is a good to those who are the subjects of it, is a truth, which I doubt not that you are all prepared to admit. And that it is a good, which generally speaking, is due to those who stand in need of it - a debt, which the common principles of humanity, as well as that of Christian benevolence, impose on you is another truth; the intrinsic force of which you cannot but feel in your own conscience, and the practical influence of which you are probably exhibiting in your conduct, by the patronage and contributions which you are giving in support of schools at home and abroad. (13th Annual Report, Newfoundland School Society)

The Society's first President in England was Lord Bathurst, the English Colonial Secretary. Through his influence, the government promised land for a school building in Newfoundland, gave five hundred pounds towards the cost of the building, and a grant of one hundred pounds towards teachers' salaries. Under the efforts of Samuel Codner, the Society got off to a good start.

In 1828, the Newfoundland School Society had schools operating in St. John's, Harbour Grace, Carbonear, Petty Harbour, Quidi Vidi, Trinity, and Bonavista, with 546 pupils registered. The number of schools increased according to the financial resources available to the Society. The schools were well received by the community and in a few places, settlers contributed small amounts to the operation

of the schools. Unfortunately in the early part of the century, attendance at these schools was very low, mainly because children were involved in the fishing operations of their community.

The teachers of the Newfoundland School Society were the first trained teachers in the Colony. Most of the teachers came from England, where they trained at the National School in Baldwin's Gardens, London, founded in 1811 by Dr. Andrew Bell, a Church of England clergyman. The teachers were required to be members of the Church of England.

...that schools shall be managed by Masters and Mistresses of the United Church of England and Ireland or the Established Church of Scotland, and conducted on Dr. Bell's system. (13th Annual Report, Newfoundland School Society)

The Society's teachers taught Sunday school as well as day school. All children in the Society's schools were given lessons on the Bible each day. The policy of the Society towards education was:

to educate the poor but not to educate them too much, nor so as to render them discontented with their station: and to teach them useful arts, but not to withdraw them from economic occupations. No girl to be permitted to write or cypher, till she has completed her 9th year, not

then unless she can read the Bible fluently, repeat the Catechism, and do all sorts of common plain work. (Hunt, Newfoundland School Society, 1824-1829)

The important difference between the Newfoundland School Society and the SPG was that the Newfoundland School Society was concerned mainly with schooling, while the SPG was a church society, which operated schools only as a part of its church work. The Newfoundland School Society was more advanced educationally and, as such, was anxious to provide the best available textbooks and the most carefully selected teachers. The Newfoundland School Society's teachers were trained in Dr. Bell's system, a form of the popular teaching method, the monitorial or Madras system. The monitorial method of teaching was designed to organize a large number of pupils easily and efficiently. Senior pupils were appointed by the teacher to act as monitors who would give other pupils work to do or lessons to memorize. These monitors would check the pupils' work to see if it was done correctly. In the early years of the Society's operations, the teachers were trained in London, but, later on, some were trained in the Colony by supervised practice teaching.

Husband and wife teaching teams were a common feature of the Newfoundland School Society. By the standards of the day, these teachers were well-trained

and carefully selected according to their moral stature and missionary zeal. While they were trained in monitorial methods, it is doubtful that the monitorial system was as widely utilized in Newfoundland as it was elsewhere, mainly because the classes were too small in number to make the system effective. In fact, teachers of the nineteenth century were not well-trained in methods. There was not much need for such training in the majority of schools, which were small, with the teacher's role being to sit at the front of the class and present work to the pupils to be memorized.

In terms of salaries, the teachers of the Newfoundland School Society were much higher paid than those of the SPG. The salary of a husband and wife team was from £130 to £150 per annum, for a single male teacher from £80 to £100. These teachers received high praise for their efforts in education in the midst of poor economic and social conditions. Education remained low in priority for most settlers struggling for a livelihood.

Unlike the SPG, which was concerned with religious instruction, the Newfoundland School Society had as its main objective, the elementary education for all. However, like the SPG, the Society maintained that moral and religious teachings were an important part of the school curriculum. The Society used the Irish National Series of readers, which were considered the best texts available at that time. The curriculum and method of teaching remained unchanged.

throughout the Society's operations. Emphasis was given to learning from a textbook and memorizing daily lessons. Penmanship was considered very important. The concentration on reading, writing, and spelling met the needs of the pupils who often did not stay in school after they reached 11 or 12 years of age. The SPG had not been able to provide schoolhouses but the Newfoundland School Society was able to supply several, as well as some modest furniture to go in them. It is likely that these schools were modelled on the National schools in England.

Throughout the 1820's, the Society continued to receive subscriptions from businesses and outport communities to support the establishment of Newfoundland School Society schools. There was no financial assistance from the colonial government at this time. Thus the means to carry on the Society's work had to come voluntarily from the people. The frustration which came from having limited funds is noted in the Society's Report of 1826:

Your Committee lament that it is not in their power to supply the pressing calls they have received from various parts of the Colony to send out more teachers at present, owing to the limited state of their funds.

The campaign for funds continued. Further impetus was given to the work of the Society with the visit in 1826 of Reverend Mark Willoughby, Assistant Secretary of the

Newfoundland School Society in England. His report indicated that the people of Newfoundland were becoming increasingly aware of the value of education for their children. Willoughby's visit proved successful in stirring up new funds for the Society's operations. Within a short period of time, the Society had a total of 24 schools in operation. Given the economic conditions of the Colony and the lack of support from the government of the Colony, this was quite an accomplishment.

In March, 1886, a St. John's newspaper, The Times, gave the following appraisal of the Society's teachers:

(they) were all wonderfully alike in spirit and character, qualified and suitable for the work they came to do, well-trained teachers with a system, and full of missionary zeal. They especially excelled in giving the scripture lessons in their schools, and best of all, lived out the lessons which they inculcated.

The first school of the Society was opened on Duckworth Street in St. John's in September of 1824. Benjamin Fleet, one of three teachers sent over from Britain by the Society, accommodated six boys in training as teachers in the new school. In 1825, Fleet wrote concerning his pupil teachers:

I am making six teachers (that is, monitors) for the classes, these are with me from 6:00 to 8:00 in the

evening; they are good boys and appear well pleased with their office. (Annual Report of Newfoundland School Society, 1825)

This marked the humble beginning of a teachers' Central Training School in St. John's which continued to train pupil teachers throughout the century. Many of these came from outport communities, found boarding in St. John's for the duration of their apprenticeship and then returned to their homes to teach. The following passage is taken from the general summary of the Society's work in its Annual Report for 1899-1900:

By the training of teachers from the outports the Society exercises a wide and far-reaching influence upon the whole Country, for upon the Christian character and qualifications of its teachers must depend in large measure the moral qualities and knowledge of those who in the future will have the destiny of their keeping.

By this time the Society's schools on the Island were attended by some 2,000 children and were under the care of 25 teachers.

Often the demand for teachers and schools of the Newfoundland School Society in the Colony exceeded the financial resources of the Society. Throughout its history on the Island, the Newfoundland School Society opened schools in St. John's, Quidi Vidi, Trinity, Signal Hill, Petty Harbour, Harbour Grace, Carbonear, Bonavista,

and several other places as well. These operated for short periods of time. Unfortunately, there were no regular funds forthcoming from the British or Newfoundland governments, until the passing of the 1836 Education Act, which recognized the Society and provided for a grant.

CHAPTER III

MID-NINETEENTH CENTURY

When the various religious denominations became directly involved in education during the nineteenth century, they also took some responsibility to bring qualified teachers to the Island and of training others here. In 1855, the Anglicans commissioned J.W. Marriott, a former master of the model school in Halifax, Yorkshire, to train teachers in St. John's. By 1882, there were sixty teachers in training. In 1852, the Wesleyans brought three teachers from Glasgow to St. John's to found a training school for teachers. These teachers, Mr. and Mrs. Hamilton and ~~an~~ assistant, were trained at Glasgow Normal School founded by David Stow in 1836.

The Glasgow Educational Society's Normal School was established mainly for the instruction of children. The period of attendance by the teachers who received instruction in the art of teaching was six months, but it was intended to extend it to twelve months. The average number of students in attendance was between forty and forty-five. In all, 602 male and female teachers had been instructed and received appointments in Great Britain, Ireland, and the Colonies.

David Stow believed very strongly in the importance of the Bible as a means of producing sound, moral character

in the pupils. To this end, Stow felt that teachers should be "living and acting under the influence of evangelical truth" (Fraser, 1868). He stressed the importance of early model training, living by the maxim: "Train up the child in the way he should go and when he is old he will not depart from it".

This was the basis on which Stow devised his system of teacher training. He believed that "simplicity was the highest attainment of a teacher" (Fraser, 1868). His views on teacher training had influence in the British North American colonies and led to the founding of similar Normal Schools throughout Britain. It should be pointed out, however, that Stow's methods had limited influence in the colony of Newfoundland, limited to the training of teachers who taught for a while on the Island. Throughout the nineteenth century, teachers trained in Newfoundland continued to receive their training under the guidance of another teacher by means of indenture. However, the concern that teachers should be of upright, moral character was typical of nineteenth century attitudes. For this reason, the teacher, as one of the better educated members of the small Newfoundland communities, was held in high regard, provided that he continued to live and act under the influence of Christian principles. Character remained an important consideration when the teachers sought certification by the Board of Examiners later in the century.

Nineteenth century education in British North America was marked with numerous suggestions, recommendations, reports, and inquiries as to how education could be improved. Invariably, the realization was made that the key to a better school system was through better trained and better qualified teachers. Yet, despite the awareness of this fact, little was done to establish formal training in recognized teacher training institutions until the second half of the nineteenth century. Up until that time, teacher education in British North America concentrated on content, not method. As long as there was no apparent need for methods, teacher training programmes and normal schools were not important. While this view remained, the normal school, an institution which provided solely for the training of teachers, remained, as one put it, "an expensive fraud" (Phillips, 1957, p. 571). Indeed, content outweighed method in a teacher's education not only because methods were not considered of vital importance but also because religious teaching took priority over all, and therefore the emphasis remained on content.

Thus, before 1850, teacher training in British North America, for the most part, was limited to the education the teacher had received while in school. Teaching methods remained the same from teacher to prospective teacher until occasionally, a new example would be set.

7
Training in teaching methods during the early nineteenth century concentrated on the Lancastrian method. For example, the Canadian Committee for Promoting Education encouraged young male teachers to be trained in this popular method. In 1822, the British and Canadian School Society, a Lancastrian group founded in Montreal, had as its aim to "train up and qualify young persons of both sexes to supply well-instructed teachers" (Phillips, 1957, p. 570).

The earliest attempts at Normal School training met with little success. In Lower Canada, legislation in 1836 provided for the establishment of two normal schools but these were closed because of the Rebellion. Further grants helped the training of teachers in several religious orders. The college of St. Hyacinthe offered courses in methods of teaching but only for a short period of time. As early as 1839, in Nova Scotia, an academy was opened which offered training in the methods of David Stow. Further attempts at providing some measure of teacher training were made by religious orders, such as the Sisters of the Congregation of Notre Dame and the Frères Charon in Lower Canada. In Upper Canada, a report by Dr. Charles Duncombe recommended the building of four teacher training schools. The Act of 1841 made provision for model schools but these proposals fell by the wayside and no immediate action was taken to provide such institutions on a permanent basis.

While Canada East was caught in the political problems of the 1840's and 1850's, some school legislation was passed. The Newfoundland and British North America School Society had been involved in providing schools and teachers since the 1830's. As in Newfoundland, the greatest problem facing the Society was maintaining an adequate supply of teachers. Therefore, the Society tried to establish a teacher training institution for Canada East. The new Normal and Model School opened in 1853 in Montreal with eleven pupils but the enrollment soon increased to 250 pupils. The School was supported by grants from the Society and by local contributions.

Under the able administration of the first Superintendent of Education, Jean-Baptiste Meilleur, important educational legislation was passed in 1845, 1846, 1849, and 1851. Of particular note to this study is a provision in the School Act of 1849 which created examination boards for aspiring school teachers. Furthermore, the School Act of 1851, known as "The Inspector's Act", provided a grant of \$1500 for the planning of a Normal School in Canada East.

While progress was made in education during these years, there remained much political infighting and fierce resistance to much of this legislation. As a result, in 1853, the government decided to set up an inquiry into the state of education in Canada East. A questionnaire, which was circulated among all those involved in education, focused mainly on the state of teaching and particularly

the need for methods which would improve the education system. Among its recommendations, the special committee suggested that Normal Schools should be opened immediately in Quebec City and Montreal. Furthermore, the committee recommended that teachers should be paid adequate salaries on a regular basis. The committee's report met with overwhelming approval by the legislature. It stirred up a need for reform in education and paved the way for the work of the next superintendent, Pierre-Joseph Olivier Chauveau. Under his administration, the government approved the establishment of a pension plan for teachers. Moreover, the government plan included the opening of three Normal Schools, the McGill Normal School and the Jacques-Cartier Normal School in Montreal; and in Quebec City, the Laval Normal School.

The course of study in these Normal Schools followed a two-year programme, which offered an elementary teaching diploma and a diploma for "model schools" (Wilson, Stamp, Audet, 1970, p. 179). A third diploma was offered to those who wished to teach in an academy. Admission required students to be sixteen years of age, to pass an examination, to present a certificate of moral character, and to agree to teach three years in common schools, which were provided for poorer students. Provisions were made for practice teaching also, as the regulations called for the establishment of model schools in close association with the Normal Schools.

While the three Normal Schools did much to prepare lay teachers, male and female, for teaching roles, a shortage of teachers still remained. Catholic teaching orders helped in the solution to the problem. The Frères des Ecoles Chrétiennes (Brothers of Christian Schools) were among the many who took on the role of teacher, thereby increasing the number of religious teachers over the number of lay teachers.

Under the able guidance of Egerton Ryerson, similar progress was being made in Canada West during the mid-century. The Act of 1846 provided for a Normal School in the Colony. Ryerson's visits to Europe and the United States had convinced him that one of the best means to a better school system was better qualified and trained teachers. Hence, he saw the value of the Normal School and the first one in Canada West was opened in Toronto in 1847. Attached to the Normal School was a model school where practice teaching could be carried on by student teachers.

In Nova Scotia, the administration of Joseph Howe tried to improve education by appointing a Superintendent of Education. In 1850, J.W. Dawson became the Superintendent and in that position recommended:

1. free schools provided on the basis of compulsory local assessment with the Government matching the money raised.
2. the appointment of inspectors.
3. the establishment of a Normal School.

Dawson's recommendations met with little approval but the Normal School was authorized and it opened in 1855.

The year 1836 marked the first step in government involvement in education in Newfoundland. "An Act for the Encouragement of Education" in that year allocated £600 for elementary schools (Appendix A). The remaining £1500 of the Education grant was earmarked for division among nine district boards. These boards, each consisting of thirteen members to be appointed by the Governor, were empowered to make rules and regulations regarding the conduct of schools within their jurisdiction. This piece of legislation aroused religious animosities in the Colony which, at this point, focused on the use of the Bible as a textbook in schools. The Education Act of 1843, entitled "A Bill for the Encouragement of Education in the Colony", recognized the principle of separation of the denominations as it related to their jurisdictions over schools (Appendix B). In 1844 the "Two Colleges Bill" set up two academies in St. John's, one Protestant and one Catholic (Appendix C).

Early educational legislation in Newfoundland established a pattern of government grants for education. Unlike the Maritimes, where local assessment was a prominent issue, the idea of local taxes for education was not considered in Newfoundland. Also of note is the absence in these early educational acts of any reference to teacher training. This fact, as well as the small

amount given in government grants for schooling, clearly indicates that the Colony was in a poor financial situation and that education was not a priority for the early representative government.

It was not until 1843 that the Newfoundland government began a system of school inspection. Many reports of the early school inspectors indicate the state of education in the Colony during the nineteenth century. A report of John Valentine Nugent in 1845 reflects on the educational destitution throughout Newfoundland. He reported that more than half of the Island's school age children did not attend school because the Colony did not have the financial resources to educate them. There were few teachers because salaries were inadequate. Finally, Nugent stated that economic conditions in the Colony were such that often a pupil had to leave school at an early age to work in the fisheries.

A similar Report in 1846 by Reverend Bertram Jones, school inspector, focused on many difficulties facing education in the Colony. His report suggests that problems of isolation and poor communication still existed and the economic conditions were determined by the fluctuating prosperity of the fisheries. Both inspectors, in their conclusions, recommended that teachers' salaries should be on a statutory scale and not subject to the whim of a School Board. Jones suggested that increased salaries for

teachers were justified. Finally, Nugent recommended the building of a teacher training institution in St. John's.

Inspectors' reports must have caused some embarrassment to the legislature for, after 1846, inspectors did not report until 1855 when Responsible Government was granted. Nevertheless, the inspectors' reports were important because they exposed a reality in the Colony of which many legislators were not aware.

School inspections made it clear that more teachers were needed and obviously government action had to be taken. However, action was not forthcoming until the Education Act of 1853 which marked the first government contribution towards the training of teachers in the Colony (Appendix E). Specifically, the Act set up an apprenticeship system, whereby a pupil teacher would be trained under the guidance of a schoolmaster in the schools available, those of the Church of England, the Newfoundland School Society, and the Wesleyan training school in St. John's. At this time there was no reference to the training of Catholic teachers because these teachers were trained in Ireland and later in the century within local convents.

According to the Act, funds for the training of teachers would have to come from the Protestant grant for education and it is likely that there was little money left over from the grant which could be applied to training teachers. This piece of legislation, then, was a meagre,

beginning to the task of training teachers but it did formally establish the pattern of apprenticeship which would be followed throughout the century.

In terms of teacher training, a more substantial piece of legislation was provided in the Education Act of 1858 (Appendix F). This Act granted funds for Protestant and Catholic Boards to send two students from each denomination in each electoral district to one of the following: the Church of England Academy, the principal school of the Newfoundland School Society, the Wesleyan Training School, or the Roman Catholic Academy.

The significance of this Act was that it firmly established the practice of bringing in prospective teachers from all over the island to train in schools in St. John's on an apprenticeship basis (Appendix F). This pattern continued for more than half a century. An amendment to this Act in 1866 made the concession to the Presbyterians and Congregationalists by adding another training school, the General Protestant Academy (Appendix G).

Following a common practice of the time, in 1864 the Newfoundland government issued a questionnaire on the state of education in the Colony. One of the aims of the questionnaire was to determine "the efficiency of the means now in use for training teachers". The results of the questionnaire showed that teacher training in the

Colony was confined strictly to academic instruction. While this feature of teacher education was not unique to Newfoundland, by the latter half of the nineteenth century the Canadian provinces were moving toward more professional training. Furthermore, the questionnaire of 1864 pointed out the need for a normal school in the Colony whereas several of the mainland provinces were already benefitting from such an institution or would do so in the very near future. Through comparison, then, it is clear that Newfoundland's system of teacher training was falling behind other British North American colonies at this time.

The legislation which followed in the second half of the century was only piecemeal attempts to improve the quality of education. In 1876 the Education Act attempted to establish some standards in the qualifications, training, and grading of teachers. By this Act, \$4,061.13 was appropriated among the denominations for the training of pupil teachers. The maximum amount paid to any male teacher for board, lodging, and training was \$116.00 annually and \$80.00 annually for any female teacher (Appendix I).

Part IV of the legislation set down the standards of qualifications and training (Appendix I). Firstly, pupil teachers were to be recommended by the Board of the denomination to which he or she belonged. The Board of

Examiners would include the Superintendent and the pupil teachers would be questioned on the appropriate subjects. They would be indentured to either the Church of England or Methodist Superintendent. The 1876 Act also described the teachers' course of training (Appendix J). It would extend over one, two, or three years, a Certificate being granted any time during that period for a First, Second, or Third Grade. Training would take place in the Academy of the appropriate denomination. Pupil teachers were required to pass a half-yearly examination before the Board.

Schedule D of the 1876 Education Act included a Syllabus for Grading Teachers. It stated that a candidate for any certificate may receive honorable mention for a knowledge of any of the languages or branches of natural sciences, or of mathematics not stated in the curriculum. Females were not required to pass examination in Algebra, Euclid, and Practical Mathematics but credit was given for any knowledge in those areas. Females were required to give instructions in domestic economy, needle-work, knitting, and netting.

One clause of the Act reflects the role and status of the teacher in the community. It stated that "any teacher found guilty of immorality may be summarily dismissed by the Board without such notice" (Educational Acts of Newfoundland, 1832-1952). This clause indicates the importance of the teacher's character in obtaining

and maintaining his position. It is reflected in subsequent legislation and contracts.

A further interesting feature of this Act is that it outlines what were considered to be the duties of the teacher. They are summarized as follows:

1. to teach diligently and faithfully
2. to keep registers
3. to keep a Visitors' Book, recording all visits to the school and significant remarks made
4. to maintain order and discipline
5. to allow visitors access at all times
6. to carry out delivery of school property, upon order of the Board
7. to set public examinations at the end of the half-year
8. to provide returns to the Superintendent with regard to operations
9. to abide by the Conscience Clause which stated that "no teacher... shall impart to any child attending the same, any religious instruction which may be objected to by the Parent or Guardian of such Child."

An Amendment to the Act of 1879 required all teachers to submit to examination for grading within a period of two years. However, while it was stipulated that only graded teachers were to be hired, this policy was not implemented because of the lack of graded teachers. Even by the early 1900's a large number of teachers remained ungraded. Clearly, by passing legislation on grading and certification the government was dealing with a symptom of the problem and not the cause. While teachers remained poorly trained,

the education system suffered, especially the progress of secondary education.

CHAPTER IV

LATE NINETEENTH CENTURY

In Newfoundland, throughout the latter years of the nineteenth century, attempts were made to make small changes, particularly in the movement towards a grading system. Nevertheless, teacher upgrading concentrated on academic instruction rather than professional training. Fundamental problems, such as the lack of financial resources and low salaries, remained. The importance of examinations, a British influence, became the means of improving the education system. This was a significant influence for teachers did not require much training in order to conduct examinations and to prepare students for them.

Teachers' salaries and certification were important issues and numerous changes were made throughout the course of the century. The first teachers of the Colony, sponsored by charitable societies, were poorly paid. It was not until after the government became involved in providing education that teachers' salaries improved somewhat. By the turn of the century, there was still no school tax and there would not be for some forty years hence. Thus the government grant remained the only reliable source of income to the Boards.

By an Amendment to the Education Act in 1879, a bonus was granted to graded teachers, the amount determined by the grade. This practice of augmentation is an important one in the progress of teacher training for in Newfoundland, as elsewhere, increased salaries tended to be an incentive for prospective teachers and an encouragement to upgrade for those already in the profession. While the bulk of the teachers' salaries were paid directly by the government, the amount was apportioned annually on the basis of population, among the several religious denominations, and the grants were given to those teachers whose qualifications were recognized by the Board of Examiners. The amount of the augmentation grant was based on the teacher's grade and length of service (Appendix K).

In 1897 the total amount of the legislative grant for education in the Colony was \$154,089.19, a per capita amount of 76 cents for the whole population for education. Out of this sum, \$5,610.84 was used for the purpose of training teachers and \$25,297.87 was approved to augment teachers' salaries according to grade. First grade teachers were augmented with \$75.00 per annum, second grade \$55.00, and third grade teachers \$32.00 per annum.

The Education Act of 1895 officially recognized Littledale, a secondary school for girls, as the Catholic Teacher Training institution for female teachers.

Littledale was purchased by the Sisters of Mercy on November 13, 1833 from Judge Phillip Francis Little. The Superintendent's Report of 1900 states:

This is a private institution, conducted by the Sisters of Mercy under the patronage of His Lordship the Bishop of St. John's. It is officially recognized as the training school for female pupil teachers. There were fifty pupils enrolled during the year, all being residents of the Academy. It gives me much pleasure to record the good work done by the teachers trained here; whether one takes their work in connection with the Board and the C.H.E. examination while in training for their work in the schoolroom afterwards; both are in the very great majority of cases highly satisfactory, and no way would better proof of this be shown than the anxiety of the Boards of Education when requiring female teachers, to obtain a "Littledale girl". Their services are at a premium. (Annual Report of Roman Catholic Superintendent, 1900.)

The influence that the Littledale trained teachers exerted is evidenced in the Report of Public Schools in Newfoundland, under Roman Catholic Boards in 1913:

St. Joseph's, Waterford Bridge, is the model or practising school for the pupil teacher in attendance at Littledale Academy... It is a very valuable adjunct to the Institution, and affords a splendid opportunity for observation of model lessons and a limited number of practice lessons. The pupils who attend

certainly have the advantage of receiving excellent instruction well imparted. (Report of the Public Schools in Newfoundland under Roman Catholic Boards, 1913)

On February 11, 1891, a Select Committee on Education reported its findings to the House of Assembly. The events outlined in the report shed light on the difficulties encountered in improving the lot of the Colony's teachers. Above all, it has overtones of the economic difficulties faced at that time and the place of education, particularly teacher training, in the midst of these difficulties.

The Select Committee, inquiring into the present condition of education in Newfoundland, offered by public advertisement two premiums of \$50.00 and \$20.00 respectively for the best and second best essays on the subject, the Improvement of Education in Newfoundland. In all, there were 40 papers submitted, mostly by teachers throughout the Colony. In its Report, the Committee made the following comment on the content of the essays:

The most important subject of the teacher, his position, and prospects is vigorously discussed in the essays submitted to your committee, and on all hands it is urged that his professional qualifications should be improved and emoluments increased. (Report of the Select Committee on Education, 1891)

The Report points out the discrepancy between the competency of teachers in St. John's and those in rural areas. The salaries of outport teachers, the Committee states, in many cases are less than that of unskilled labourers. Because of the poor financial incentives, the teachers in outport schools tended to be poorly trained.

The winning essay was given by Reverend J.L. Slattery, Principal of St. Bonaventure's College. He recommended that a bonus be paid to teachers in their respective grades in addition to their salaries. These would be awarded on the basis of reports by inspectors. With regard to teacher training, it was felt that far too little was being spent, so much so that it was a deterrent rather than an incentive for prospective teachers. The writer gave the following conclusion:

In conclusion, I would claim for the system herein outlined that it preserves as much of the present plan as has been found useful, encroaches on no religious principles, can give offence or irritation to no denomination, raises the status of the teacher; as much as the circumstances of the colony can allow, and will give new life and spirit to all persons connected with education - to pupils, to teachers, and to school boards. (Report of the Select Committee on Education, 1891)

The most interesting feature of this statement is how the improvement of the system and the status of the teacher would be qualified by two succinct conditions,

that there be "irritation to no denomination" and that it be as "much as the circumstances of the colony can allow" (Report of the Select Committee on Education, 1891).

These key aspects demonstrate how education in the Colony, including the quality of teacher training, has been pushed and pulled by the denominational powers, political in-fighting, and severe economic depressions. Thus it is no wonder that any progress in teacher training came about in a piecemeal manner.

The Select Committee of the Whiteway-Bond Government recommended the resolutions of Reverend Slatery's essay. They were passed by the House of Assembly on May 23, 1892 to become operative by July. Teachers received their first augmentation at Christmas, 1892. As a result of the Select Committee's work, four new facets of education in Newfoundland were established, the Augmentation Grant, the Pension Scheme, the Superior or High School, and the Council of Higher Education.

Throughout the 1890's, as the number of teachers increased and their qualifications improved, teachers moved from the outport areas into St. John's. By 1903, 90% of the teachers in St. John's were from rural communities. While the cost of living was higher in St. John's, these teachers were still not given augmentation grants. During Christmas, 1907, the Methodist College local teachers invited local teachers from Feild and Spencer Colleges to

meet with the Superintendents on the matter of augmentation. Dr. Pilot stated that "he would put his shoulder to the wheel" and he thought "there might be something doing" (Report of the Select Committee on Education, 1891).

The appeal for augmentation payments went on for six months, but the Government, though giving it some consideration, failed to act. Finally, in June, a minute of Government authorized the Superintendents to pay all regular claimants in full and if there was any money left over to divide it among the local College teachers. Clearly, government action at this time resembled that taken in 1853 when funds for teacher training had to come from that left over in the Protestant grant.

In an amendment to the Education Act of 1902, it is stated that there should be nothing to "prevent any locally trained teacher in any of the institutions established under section 92 of the Act from sharing in said grant, augmentation fund, or from participating in the benefits of the Teachers' Pension Fund" (Education Acts of Newfoundland, 1832 - 1952). The recognized institutions for training teachers at this time were the Roman Catholic College for male teachers, the Roman Catholic College for female teachers, the Church of England College (or any certified school for that purpose), the Methodist Church College, the Presbyterian College, and

the principal school of the Salvation Army. It was hoped that the augmentation fund would place the salaries of local teachers on the same level as those teachers in the outport communities who had been receiving augmentation grants for some time.

The Education Act of 1916 directly affected teachers' salaries and certification. The Act provided \$87,500 for teachers' augmentation based on grade and experience. Payments to individual teachers in this respect ranged from a minimum of \$45 to a maximum of \$180 annually. By the provisions of the Act, nine-tenths of all grants to Boards had to be paid out in teachers' salaries and since grants were increasing steadily, salaries also increased. In terms of certification, four teaching grades were created as a revision of the previous ones. These teaching grades were Associate, First, Second, and Third. To qualify for Third Grade, the teacher had to pass the Preliminary Examination of the Council of Higher Education. The Second Grade required candidates to pass the Intermediate Grade examination making at least 55% in English and 45% in each of the following subjects with a general average of 50%: Arithmetic, Geometry, History, Geography, School Management, Drawing, Hygiene, and Navigation or Mensuration or Algebra. A half year's experience was necessary. This Intermediate examination was roughly a Grade 10 equivalent. The First Grade was similar to the

requirement for Second Grade with the exception that instead of a half year's experience, two years experience was required. Associate Grade required a pass in Junior Associate and three years experience. The Council of Higher Education required its candidates to have a knowledge of Psychology as applied to school methods. These changes in teacher certification are but a few made during the early 1900's. Their equivalents are not readily discernible nor the reasons clear for successive changes in certification requirements. It appears to be an attempt to improve teacher qualifications though in an indecisive manner.

CHAPTER V

THE "NORMAL" SCHOOL

By the beginning of the twentieth century, it was generally agreed that an institution devoted to the sole purpose of teacher training on a non-denominational basis was needed in the Colony. Teachers needed training in method and, according to Superintendent Dr. Burke, summer schools would provide that additional training. In his Annual Report of the Public Schools of Newfoundland in 1916, Dr. Burke stated:

I frequently find that teachers of this class (untrained) know little about teaching young children, and one of the most depressing features in my visits to some schools, is to see from five to twenty-five children in the Primer and First Book sitting on a bench along the sides of the room with their books or slates in their hands, their eyes staring into space, their feet dangling from a seat too high for them, and the poor little things trying to resist the impulses of nature by endeavouring to sit still the 'live long' day, their whole school life being book and slate and slate and book. Their hours at school should be lightened by Kindergarten work, simple action songs, ease movements, and changes of exercise. But the teachers in many of these schools do not realize the importance of these things, they have had no training, and herein lies the trouble... A Summer School should be started where teachers actually engaged, and who have had no training, could get some, and where those who have had a little, could receive additional. (Annual Report of the Public Schools of Newfoundland, 1916)

Dr. Burke's Report clearly indicated the need for improvement in teacher training, including in-service upgrading. In 1917, the first Summer School for teachers was offered. The curriculum of the Summer School provides a view of the type of training felt appropriate for teachers at this time. The School provided both academic and professional training courses in such areas as methodology, school management, and educational psychology. The Professional Course A was offered to teachers of the primary department and of one- and two-room schools. Professional Course B was available for teachers of both high schools and large elementary schools. Methods and suggested readings were given with each course in the syllabus. The following is a list of the courses offered and an extract from the Professional Course A and Professional Course B Syllabus:

Professional Course A

Science of Education
School Organization and Management
Oral and Written Composition
Spelling
Literature
Grammar
History
Geography
Arithmetic
Writing
Reading

Professional Course B

Science of Education
School Organization and Management
Oral and Written Composition
Spelling
Literature
Grammar
History
Geography
Arithmetic
Writing
Reading
Geometry

Other Courses:

Hygiene
Nature Study
Art
Physical Culture
Music
Manners
School Law

Topics listed under the "Science of Education" course included the nature of Education, General Method, and Educational Psychology. The following areas were covered under the general heading, "Science of Education":

1. Education: Nature of Education
- significance of experience -
the learning process - the school curriculum.
2. General Method: Analysis of the learning process - the lesson problem - learning as a selecting activity - the need of preparation - learning as a relating activity - the application of knowledge - forms of presentation - lesson types - the study lesson - the recitation lesson - the drill lesson - the review lesson - the art of questioning.

3. Educational Psychology: attention
- the feeling of interest -
sense-perception - memory -
apperception.

The following areas were covered under the general heading,
"School Organization and Management":

1. Meaning of Aims of School Management
2. The Recitation
3. The Child
4. The Teacher: qualifications and characteristics; duties
5. The Modern School: facilities, relation to community
6. Organization: grading and promotion
7. The First Day in School
8. The Time-table
9. Records and Reports
10. Discipline
11. Problems and Results
12. School Law and Regulations

Methods and suggested readings were given with each course.

This is an impressive list but in the limited time of the 1917 Summer School and subsequent summer schools throughout the 1920's, it is doubtful that these courses, especially professional courses, were covered in great depth. An extensive curriculum is a common feature of teacher training programmes during this time. While teachers received only limited exposure to a variety of

subjects, nevertheless, they were made aware, through their training, of different means of organizing instruction in the classroom.

Another attempt to provide teacher training on a short-term basis was made by W.W. Blackall, Superintendent of Education for the Church of England. A small teacher training school was set up by the Superintendent in St. John's. His Report of 1922 provided the following record of the school's existence:

Period	Place	Number of Students
1910 Sept. - Dec.	British Hall	12 students
1911 Jan. - June	British Hall	14 regular 17 occasional
1911 Sept. - Dec.	C.L.B. Armoury	14 students
1912 Jan. - June	Principal visited Europe to investigate educational methods	
1912 Sept. - Dec.	Llewelyn Place	12 students
1913 Jan. - June	Llewelyn Place	12 students
1913 Sept. - Dec.	Principal at the University of New York	
1914 Jan. - June	Principal at the University of New York	
1914 Sept. - Dec.	Synod Building	14 students

Period	Place	Number of Students
1915 Jan. - June	Synod Building	19 students
1915 Sept. - June	Synod Building	14 students
1916 Jan. - June	Synod Building	15 students
1916 Sept. - Dec.	Principal at the University of New York	
1917 Jan. - June	Principal at the University of New York	
1917 Sept. - June	Synod Building	10 students
1918 Jan. - June	Experiments made by the Principal in the Supervision of Schools and the organization of Teachers' Conferences	
1918 Sept. - Dec.		
1918 Jan. - June		
1919 Sept.	Catalina	27 students

(Report of the Public Schools of Newfoundland under
Church of England Boards of Education, 1922)

The training school in Catalina lasted four weeks. In his annual report of 1919-1920, Superintendent Blackall stated that he hoped these schools would be temporary as he was looking forward to the opening of a Normal School not later than September of 1921.

In the school year 1919-1920, there were 1423 teachers in some 1053 schools. The number of teachers in training during that year was 138 but 200 had left the profession in the same period of time. These statistics indicate the high mobility in the teaching profession during the early part of the century. The Department of Education Reports strongly emphasize the problem of teacher supply and high mobility, which was often blamed on the notion that teaching was a temporary position for many, a stepping stone to other professions. As a result, an acute shortage of teachers remained. In his Report for 1919-1920, School Inspector J. Gardner Hodder states:

...I regret that I have found so many schools closed for want of teachers. No less than 20, comprising 600 children, are suffering from this cause. (Report of the Public Schools of Newfoundland under Church of England Boards of Education, 1920)

Hodder felt that the Chief cause for the lack of teachers was the inadequate salaries they were receiving.

Reports of the 1920's are filled with recommendations for improvement in teacher training. Concern was expressed for the low qualifications of practising teachers. Despite progress in training and certification, the majority of teachers remained inadequately trained. In his report for the Church of England School Board in 1920, W.W. Blackall addressed this problem particularly as it pertained to the

qualifications of female teachers.

Of the 275 female teachers only 8 (3.3%) hold the Associate or University rank, 23 (8.4%) hold First or higher Grade, 137 (50%) hold Third Grade and 84 (30.5%) are ungraded. (Report of the Public Schools of Newfoundland under Church of England Boards of Education, 1922)

Since the 1890's, there had been frequent changes in the titles of teachers' grades (Appendix L). The requirements for these grades also changed. Furthermore, their equivalents are not readily discernible nor the reasons clear for successive changes in certification requirements. The Education Acts of 1916, 1920, and 1927 attempted to clarify teachers' certification and establish permanent grades and requirements.

In 1919, Superintendent Blackall sent a circular to teachers, consisting of a copy of "The Teacher's World", in the hope that articles would inspire teachers in their work. The Superintendent also encouraged his teachers to persuade the "better boys and girls to seek admission into the profession" (Report of the Public Schools of Newfoundland under Church of England Boards of Education, 1920). A notice was to be placed in each school, having the heading, "Shall I Become a Teacher?".

Until the advent of regular Summer Schools and the establishment of a Normal School in the Colony, teacher training had taken place in the high schools where the

emphasis remained on academic work. For the most part, pupil teachers were simply finishing high school courses or taking more advanced ones. This occupation with academic subjects placed professional training in the background and very little is known about the teaching methods used during the nineteenth century. One school inspector of the early period reported that there were no methods. In reality, training in formal methods was not needed because the teacher's role was so narrowly defined.

By the early 1900's, there was increasing concern for the adequate training of teachers, along more professional lines. One of the few references to methods in teacher training is found in the Syllabus and Regulations of Examinations of the Council of Higher Education in 1921. A syllabus of courses is provided for each year of training, primary school certificate, preliminary grade, intermediate grade, and Associate in Arts subjects. There are vague references to teaching methods, where lectures are recommended or resources suggested. In some subject areas, references to books on method are made. The following syllabus is given for the Senior Arts Associate.

English 1 - lecture 2 hours a week
English 2 - lecture 3 hours a week

Latin
Greek
French
Spanish

Literature
History
Mathematics
Chemistry

Physics
Mechanics
Botany
Geology

Music
Art

Theory and Practice of Education
(for the preparation of teachers)

1. The Teacher's Problem - The Underlying Principles Scientific Basis of Teaching - The best means and methods to use - How it will affect the subsequent work of the pupil
2. Instincts and Capacities
3. Perception and Apperception - Memory and Imagination
4. Interest and Attention
5. Individual Differences
6. Principles of Association with Special Stress on Habit Formation
7. The Learning Process - Principles of Analysis - Reasoning - Inductive and Deductive Methods of Teaching
8. Responses of Conduct - Moral Training - Responses of Feeling
9. Expression through Action, or Motor Expression - Relation of Motor Responses to Thought and Feeling - The Activities of the Arts and Industries
10. Motor Education

11. Physical Education with special reference to the care of the body and remedying of defects - Exercise
12. Formal Discipline

Two books recommended were Principles of Teaching by E.S. Thorndyke and How to Teach by Strayer and Noseworthy. (Syllabus and Regulations of the Examinations of the Council of Higher Education in Newfoundland, 1921)

A Summer School was set up in 1923 on an experimental basis and the Report of the Church of England Superintendent expressed the hope that it would be provided regularly. The daily programme of the summer school was mainly academic:

1st Period -	8:30 - 10:30	Mathematics
	10:30 - 11:00	Relaxation, Music, Physical Exercise
2nd Period	11:00 - 1:00	Latin or French
	1:00 - 2:00	Recess for lunch
3rd Period	2:00 - 4:00	English

(Annual Report of the Educational Institutes of Newfoundland under the Superintendence of the Church of England, 1923)

On each of the four Saturdays the whole class met at the West End Candy store for lunch and spent an hour and a half together. There were no sessions on Saturday afternoons. The Report goes on to state that twenty-eight teachers, including all grades, attended the school. Teachers of all denominations were welcomed.

In his Report of 1924-1925, the Deputy Minister of Education expressed the need for opportunities for practice teaching, although the actual extent of student teaching is difficult to ascertain.

The Superintendents hope to be able to arrange in the near future for certain of the city schools to be used as practising schools for the benefit of student teachers.

The Superintendent of Education for the Church of England schools has arranged that the Model School, Synod Building, be used as a practising school for his student teachers and any others who wish to take advantage of the privilege...

The Superintendent of Education for Roman Catholic Schools also made arrangements some time ago for his student-teachers to attend one of the classes in the Academy of our Lady of Mercy, Military Road, for practising purposes. (Annual Reports of the Department of Education, 1920-1930)

An important piece of legislation was passed in 1920. This Act created the Department of Education and set up a non-denominational Normal School. Denominational Superintendents were given the following duties:

To have conjointly, supervision, and direction of the Normal School, Summer Schools...

To make conjointly, rules and regulations for:

(i) the training, examination, classification and uniform grading of teachers,

(ii) the organization and management of the Normal School,

The Act provided a grant of \$25,000 for maintaining and training Normal School students at the rate of \$180 annually for males and \$160 for females. On September 20, 1921, the Normal School opened in a rented room in the Synod Building. The Normal School operated on a two-semester basis, September to December and January to June. According to the Principal's Report in 1924, there was a total of 52 students enrolled in 1922, 63 in 1923, and 73 in 1924. The qualifications of the students going into the School varied greatly, although there is no record that the programme of study varied according to one's qualifications. In 1924, the qualifications of the students were as follows: 3 Senior Associate, 28 Junior Associate, 39 Intermediate, 2 Preliminaries, and 1 Primary. According to the 1924 Report, classes had observed a Kindergarten class in the Model School conducted by Miss Purchase. Principal Whiteway described this event as a "rare treat" for the students, so it can be assumed that very little practice teaching or observation was carried on at the Normal School. It appears that those who were in charge of the School were content that the students were receiving at least a basic level of training. Mr. Hutton, who taught Music, Reading, and Elocution, remarked:

Of course it is not possible for the students with the time given at the Normal School to become proficient, but I have no hesitation in stating that

he goes away quite prepared to teach. Armed with a good method - which is nearly everything - he can impart what he knows, and at the same time, keep on improving himself, always being in advance of his pupils. (Annual Report of the Principal of the Normal School, 1924)

The opening of the Normal School drew many comments from leading educators. The Report of the Church of England Boards in 1922 made an interesting statement concerning the opening of the School, suggesting that it should be of the highest quality or not built at all. The Superintendent stated:

I do not, of course, propose to report upon the Normal School, but I ask to be allowed to offer a few remarks in relation to it. I am exceedingly glad that the Department resolved to open the institution - so long overdue to the children of this country - in hired premises pending the erection of its permanent home and I desire to express the hope that the building will not be erected until the country is in a position to construct one that is by its beauty symbolic of the purity, dignity, and power of true Education. I submit most respectfully that it would be preferable to continue the work in hired quarters rather than for the sake of getting into permanent quarters at an early date erect a structure that would be out of keeping with the nobility of the work for which it is built. (Annual Report of the Educational Institutions of Newfoundland under the Superintendence of the Church of England, 1922)

The Annual Report of the Normal School in its second year of operation, 1922-1923, indicates the problem of having students enter the school with varied qualifications. Principal Whiteway stated in his Report:

The above results, therefore, abundantly show a great unevenness of attainments in the field of education. Indeed, to have to instruct students in the same class differing in attainments from an excellent Junior Associate with experience in teaching, to very weak Preliminaries taxes severely the skill and judgement of the most experienced instructors to set a pace that will, in any way, begin to do justice to all. (Annual Report of the Principal of the Normal School, 1923)

The Principal continues by making the following recommendation:

We would therefore strongly urge that the Intermediate Grade, as a minimum requirement for admission to Normal School, should be rigidly insisted on, or the objects for which the institution exists may very much suffer. Because of the disparity of knowledge referred to above, the teachers had to emphasize the academical rather than the professional side of teacher preparation during the second term. (Annual Report of the Principal of the Normal School, 1923)

The Principal's Report of July 1925 shows that there were 91 students enrolled in the Normal School that year, 39 of these obtained First Class diplomas, 30 Second Class, 17 students failed, and 5 did not complete the course of study. A high failure rate was typical according

to the records of the 1920's. This may be due, partially at least, to the differences in qualifications of incoming students.

There was also concern that the role of the Normal School should be carefully defined. In 1922, the Church of England Superintendent stated:

I am most concerned that, while the Normal School should exist primarily for the professional training of candidates for the teaching profession, its functions should not be directed and maintained in so narrow a groove. Education is wide, there should be nothing narrow or exclusive about the path that leads to it. If the institution sets itself out only to teach young men and women how to give lessons in a definite list of subjects, it will fail in its grand purpose, and fail badly. (Annual Report of Educational Institutions under the Superintendence of the Church of England, 1922)

Clearly, the Normal School, now that it was finally established, was expected to do a great deal in the area of teacher training and education.

The site of the Normal School was changed in September of 1924. Local newspapers, in describing the event, noted the fact that Newfoundland was some fifty to seventy years behind the Maritime Provinces in providing a Normal School. On September 30, the Daily News read:

As modest as the violet blows on some lone bank, the Normal School was opened in its new home on College Heights on Monday Morning the 29th. (The Daily News, 1924)

The Normal School was accommodated in the same building as Memorial University College and certain members of the College staff gave instruction there. Normal School students with the necessary qualifications were permitted to take College courses.

In the summer of 1926, the first Summer School at the Normal School was organized by President Paton and had 126 students. The courses were offered from the first Tuesday in July to the first Tuesday in August. The programme was designed to provide further instruction and professional training for teachers and to give students at the College the means of strengthening themselves in areas in which they were weak. The 1927 Summer School incorporated a four-week practical training course with practice teaching at the Belvedere Orphanage and the two Church of England Orphanages. This course was enacted as a result of a provision of the Education Act of 1927.

The curriculum of these Summer Schools was as follows:

- Art
- Chemistry and Physics
- Science of Education
- English
- French
- Latin and Greek
- Mathematics and Navigation
- Music
- Nature Study
- Girl Guide Training

In addition, public lectures on educational and general topics were given by members of the staff. A short intensive course of teacher training was provided for teachers who wished to receive Second or Third Grade Teachers' Certification, according to the Education Act of 1927. The attendance at the Summer Schools increased from 160 in 1929 to 281 in 1934.

By the Education Act of 1927, the specific duties of the Board of Examiners were outlined. The powers, duties, and functions of the Board of Examiners were:

(a) To examine all candidates for the offices of pupil teacher and teacher, to make all such rules and regulations as may by the Board be considered necessary for the proper discharge of its duties;

(b) To grant teachers' certificates of grade to teachers or candidates in accordance with the provisions prescribed in this Act;

(c) To cancel the certificate of any teacher who shall be guilty of drunkenness or immoral conduct;

(d) To establish, if possible, hostels as places of residence for pupil teachers and teachers-in-training.

(e) Generally, to take such other steps, consistent with this Act, as to them may seem desirable, towards the making and training of the teacher suitable and sufficient for the needs of the colony.

More importantly, the Education Act of 1927 changed the certification requirements for teachers again. By this

Act, five teaching grades were established as follows: University, Associate, First, Second, and Third. The University Grade required the teacher to spend one semester at the Normal School, complete two years of academic study at the university level, and two and one-half years of teaching experience. Augmentation payments were raised and ranged from \$100 for the lowest qualified teacher to \$800 annually to a teacher of university grade and 14 years' experience. All grades above the Third required professional training either at the Normal School or at the Summer Training school. Principal Whiteway of the Normal School commented that this condition set up a serious inequality for a Summer School course of four weeks bore no relation to fourteen to twenty-three week Normal School course.

In 1930 there were 120 enrolled at the Normal School and the qualifications of the entrants had improved somewhat: 2 were B.A.'s, 3 were Sophomores, 6 were Senior Matriculation, 76 were Junior Matriculation, and 33 were Intermediates. The courses offered at the Normal School were as follows:

(a) A review of typical portions of the public school course with a view to illustrate good method in the presentation of subject-matter; also special instruction in Reading, Expression, Writing, Art, Music and Singing, Literature, Deportment, School Hygiene, Physical Culture, Household Science, Nature Study, Arithmetic, Grammar, History and Geography, Algebra and Geometry, Physics and Chemistry, and Latin.

- (b) The Science of Education
 - (c) School Organization, Management, and Methods of Instruction
 - (d) Supervised Observation in a Model School
 - (e) Supervised Practice Teaching in Model Schools (under consideration)
 - (f) Library Methods
 - (g) History of Education
- (Annual Report of the Principal of the Normal School, 1930)

The 1929-1930 Report of the Normal School also shows the long hours of training required by the school. Students followed a 35-hour week, with 7 hours of classes a day, and were examined in 18 subjects. Thus, the Normal School programme resembled that of the Summer Schools in trying to touch upon as many subjects as possible. According to the Report, occasionally Superintendents of Education were called in to observe students talk spontaneously on assigned topics. However, there was no practice teaching.

One of the major criticisms of the Normal School was that students spent far too little time there to become professionally trained. In his Report of 1926, the Superintendent of the Roman Catholic School Board stated:

The time spent at College by very many of our pupil teachers is necessarily rather short, and is devoted for the most part to an

intensive study of those subjects necessary to meet the literary requirements of the Board of Examiners for Teachers' Certificates of Grade. (Annual Report of Educational Institutions under the Superintendence of the Roman Catholic Church, 1926)

In 1927, the criticism is emphasized again in the Superintendent's Report:

There is one drawback, however, to which I have on several occasions drawn attention - the first term, September 15th to December 15th, is altogether too short and students cannot be expected to obtain in three months either much theoretical knowledge or practical initiation into the problems that will arise for solution in the class-room. I would again advocate a full year's normal training for student teachers upon the completion of their academic course. (Annual Report of Educational Institutions under the Superintendence of the Roman Catholic Church, 1929)

The programme of studies was changed slightly as a result of the Education Act of 1927 in an attempt to "ease this new situation for candidates in transition". The programme was adjusted to emphasize more academic subjects for some students in order to allow them to qualify for the Honors Intermediate or for the First Grade by writing supplementary papers in Junior Matriculation.

The calendar of Memorial University College in 1928-1929 outlines the type of courses and texts used by teachers in training at the College. These courses

included the Science of Education, the History of Education, and the Theory and Practice of Education. The calendar also states the purpose of the Normal School associated with the College:

The work of the Normal School therefore, is chiefly to prepare student-teachers in the theory and art of organizing, governing, and teaching the pupils of the public schools of the country, and also to improve the general culture of such teachers. To this end, the academic subject-matter is revised, psychologized and professionalized from the standpoint of pedagogy and the students' scholarship amplified and enriched with the view to inspire them to higher ideals and to stimulate them to further effort for higher attainment in the pursuit of knowledge. (Memorial University College Calendar, 1929)

The Normal School closed in 1932 because of the Depression. The responsibility for teacher training remained with Memorial University College. In September, 1934, under Commission of Government, a teacher training department of Memorial University College was established. The College provided a one-year professional programme for teachers on the elementary level. The following curriculum appeared in the College calendar:

1. Science Education and School Management
2. Teaching Methods and Practice Teaching
3. English and English Methods
4. Social Science and Methods
5. Physical Education and Health
6. Art
7. Music
8. Oral French
9. Religious Education

(Memorial University College Calendar, 1935)

Teachers who wanted to further their education returned to the College and took the first year of the Arts course. Summer schools continued to qualify lower-grade teachers for second and third grades. The course descriptions found in the College calendars remain very much alike throughout the 1930's. In 1934-1935, a course entitled "Introduction to Teaching" was added in an attempt to deal with topics particularly applicable to Newfoundland schools.

Despite improvements in teacher training, many teachers were still poorly qualified, often settling for Third Class certificates after Summer School courses. One of the reasons for this was the need for teachers in small outport communities where one-room schools were common. As much as some reports indicate uniformity and standardization in the teaching profession, this was hardly the case. One teacher commenting on the augmentation payments in the 1930's tells how the money was given by the individual Boards and as such, the amounts depended upon the financial conditions of the Boards.

In 1943, the Department of Education felt that the first-year programme did not adequately prepare teachers for secondary schools. A course, mainly in methods for Grades 9, 10, and 11, was offered to teachers in their second year as an additional course. Up to 1945, the only other change was in the one-year curriculum where methods and subject matter of courses in Arithmetic, Reading, English, and Social Studies included high school grades. Despite these changes, 90 percent of the students attended first year only. In 1946, the one-year programme was discontinued and a three-year programme introduced.

In 1949, Memorial University College became Memorial University and a fourth year was added to the teacher training program. Having completed this program, the teacher was qualified to receive a Bachelor of Arts in Education degree as well as a fourth grade or graduate grade teaching certificate.

CHAPTER VI

THE COMMISSION OF GOVERNMENT

From February, 1934 to March, 1949, Newfoundland was governed by an appointed Commission of Government. The Government set up a Council of Education which had the authority for all educational policy. Studies made on the state of education during the Commission of Government years make specific reference to teacher training and the need for more highly qualified personnel. It was felt that in most cases teachers were still inadequately trained. However, any improvement in their training could only be piecemeal due to the financial problems facing the government. Teachers' salaries remained comparatively low. In 1933, the average salary of the Newfoundland teacher was \$331.00 as compared with \$741.00 for teachers in Nova Scotia.

In 1934, a Commission of Enquiry into the Present Curriculum of the Colleges and Schools in Newfoundland made a number of observations with regard to teachers, teacher training and the state of education in the Colony. With respect to teacher training, the Report proposed that the Memorial University College should set up a Faculty or Department of Education, which would merge the Normal School with the College. It was suggested that the entrance requirements should be the same as those of other departments

of the College. It was further recommended that the length of the training course should be at least one year, and preferably two years. The curriculum was to be partly "cultural", and partly professional, and practice teaching in the St. John's schools was to be a part of the programme. Some further suggestions with regard to the retraining of teachers to teach new subjects and to use new methods were also made. These suggestions include the offering of short courses and summer schools, and the publishing of a teacher's magazine.

Despite many recommendations, economic conditions and government priorities continued to prevent significant innovation and progress in the area of teacher training.

A study of the Newfoundland schools was undertaken in 1933 by C.A. Richardson, an English school inspector. Richardson's Report, published in October of that year, was entitled "A Comment on Certain Aspects of the Educational System of Newfoundland". The Report provides valuable insight into the problems of Newfoundland education as seen by an outsider.

Richardson's major criticism was in the area of the curriculum. His proposed revisions are very extensive and explicit. He recognized that many Newfoundland communities would not have all the required facilities and, furthermore, many teachers were not adequately trained to handle the new curriculum. In contrast to others, Richardson criticized

the profound influence of examinations. With regard to teachers, Richardson claimed that the examinations restricted the teacher from making use of his special talents. In his recommendations for future changes, Richardson stated that teacher training should be revised to a minimum of two years' training, one-half on professional instruction and one-half on academic instruction. Not less than a month should be spent on practice teaching. To accommodate these changes in the education system, Richardson recommended that a document should be circulated to all teachers welcoming their comments on changes in the system. Furthermore, he said, that there should be a small number of appointed teachers or supervisors who would visit the schools regularly to suggest changes in method. In addition, summer school courses and correspondence courses should be available regularly to all teachers. Opportunities should be provided for teachers and other educators to visit other countries to see how their schools operate. Finally, teachers should submit annual reports as a summary of their work for the school year.

In 1934, the Curriculum Committee set up by the Commission of Government issued a report on some needed changes in the curriculum of Newfoundland schools. The Report pointed out that one of the major reasons why the implementation of a new curriculum would be difficult was

the lack of adequately trained teachers. In 1941 Memorial College added Nature Study and Household Arts to its curriculum for prospective teachers. Otherwise, there was little change in the one-year curriculum. In 1946, the three-year programme which was set up at the College included academic and professional courses. In 1949 a four-year course was instituted requiring two English courses, Mathematics, a foreign language, Science, History, Physical Education, Speech, Art and Music, and a period of student teaching.

Many of these changes came about as a result of the work of committees established during the years of Commission of Government in Newfoundland. Improvements in the teacher training programme were directly linked to the changes made in the curriculum. However, while there were many suggestions for change, it was difficult to find a consensus on definite changes to be made. The Commission of Government had the power to legislate but often it was reluctant to make radical changes as these would not necessarily meet with the approval of denominational leaders and the community. As a result, small changes occurred over a period of time rather than widespread innovations in every facet of the educational system.

CHAPTER VII

CONCLUSION

The development of an adequate teacher training programme in Newfoundland has been slow-moving. Formal training did not occur until much later than it did in the British North American colonies for a number of reasons. Those who lived in Newfoundland in the early years of the nineteenth century were more interested in making a living out of the fishery than in developing the educational system. Newfoundland's close ties to Britain throughout the nineteenth century meant that the influence of the other colonies would be very limited. The influence of American educational ideas on mainland British North America did not spread to Newfoundland. In contrast to the other colonies where the Normal School was introduced in the mid-nineteenth century, a similar development did not take place in Newfoundland until 1921. Economic problems and continuing isolation from other colonies prevented Newfoundland from following the educational leads occurring elsewhere.

In the early 1800's, teachers were not trained in method for there was no need for them to be as the organization of the school was very simple and easily maintained. The curriculum required only that students learn and recite back to their teachers. A variety of

teaching methods was not needed in such a system. The role of Church-based organizations ensured that the moral character of the teacher was of utmost importance. As far as they were able, these charitable societies provided the best people available at the time to serve as teachers.

The denominational issue from 1836 to 1875 absorbed the energies of all those involved in education. This issue directed attention away from other fundamental problems and progress in the area of teacher education. Newfoundland's educational system was not a priority for the colonial government. Whenever the issue of education arose in the legislature, the argument often focused on the division of grants to the various religious denominations.

As the nineteenth century passed, pupil teachers continued to receive only academic training. With the creation of the Council of Higher Education in 1895, the emphasis on examinations increased, thus reinforcing the attitude towards training teachers. Teachers did not require much training in order to conduct examinations and to prepare pupils for the C.H.E. examinations, a British influence, were important in the late nineteenth century not only as a measure of the pupils' work but also because they were seen as a means of improving the quality of teachers and therefore the educational system. Continuing attempts made to upgrade teachers indicate a perception of widespread problems. This upgrading, however, was academic rather than professional.

Throughout the history of teacher training in Newfoundland, it was quite common to seek advice and opinions from all those involved in the field of education as to how the system could be improved. Many who responded felt that the key to improvement was better qualified teachers. Although the response to requests was considerable, the government failed to act, mainly because such changes were perceived as unnecessary at the time or because there was simply not sufficient funding available to cover the cost of innovation in the system. Those who talked of improvement stressed teachers' salaries, certification, and grading but rarely about actual training. Quite often an attitude predominated that the system was sufficient as it was and that they should be content with what they had. There was no great fervor to change or to improve. Teacher training programmes did not develop as a result of an organized attempt to develop a program based on acceptable standards and ideas in teacher education. Changes in grading and certification regulations necessitated improvements in teacher training. This resulted in the beginning of summer schools and the creation of a Normal School in St. John's. Eventually, changes in the school curriculum brought about improvements in the teacher training programme offered to the teachers of Newfoundland.

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APPENDICES

APPENDIX A

Appendix A

Excerpt from:

May, 1836 - An Act for the Encouragement of Education in
the Colony

"There shall be granted and paid to His Majesty,
his Heirs and Successors, annually, for the period of Five
Years from and after the passing of this Act, the sum of
2100 Pounds Sterling; which the said sum of Money shall be
annually distributed and applied in the following manner
and proportions, that is to say - Towards the support of
the schools established in this Island by the Newfoundland
and British North America School Society, the sum of 300
Pounds, in aid of the Orphan Asylum School of St. John's,
the sum of 100 Pounds; in aid of the Presentation Convent
School at St. John's the sum of 100 Pounds; and in aid of
the Saint Patrick's Free School at Harbour Grace, the sum
of 100 Pounds."

(Education Acts of Newfoundland, 1832-1892)

APPENDIX B

Appendix B

Excerpt from:

May, 1843 - An Act for the Encouragement of Education in
this Colony

"Be it therefore enacted, by the Governor, Council,
and Assembly, in General Assembly convened, that from and
out of such Monies as shall from time to time remain in the
hands of the Colonial Treasurer unappropriated, there be
granted to Her Majesty, Her Heirs and Successors, annually,
the Sum of 5100 Pounds, which said Sum of Money shall be
annually distributed, one part in the support of Schools
appropriated to the Instruction of the Children of Members
of the several Protestant Churches, and the remaining part
in the support of Schools appropriated to the Instruction
of the Children of Members of the Roman Catholic Church."

(Education Acts of Newfoundland, 1832-1892)

APPENDIX C

Appendix C

Excerpt from:

April, 1844 - An Act to provide for the Establishment of
an Academy at St. John's

"Whereas it is desirable that an Academy should be
established at St. John's for the instruction of Youth in
the several branches of Scientific and Classical Learning:

Be it therefore enacted, by the Governor, Council
and Assembly, in Legislative Session convened, that from
and out of such monies as shall from time to time remain
in hands of the Treasurer, unappropriated, there be granted
to Her Majesty, Her Heirs, and Successors, the sum of 3000
Pounds, to be appropriated in the erection and establishment
of an Academy at St. John's, and in furnishing and providing
the same with a suitable Library and Philosophical and
Mathematical Apparatus."

(Education Acts of Newfoundland, 1832-1892)

APPENDIX D

Appendix D

Excerpt from:

May 1851 - An Act for the Encouragement of Education

"Be it therefore enacted, by the Governor, Council and Assembly, in Legislative Session convened, That from and out of such monies as may remain in the hands of the Colonial Treasurer, unappropriated, there be granted to Her Majesty, Her Heirs and Successors, the sum of 7500 Pounds, which said sum of money shall be annually distributed in the proportions hereinafter mentioned, in support of Schools appropriated to the Instruction of Children of Members of the several Protestant Churches, and the Children of Members of the Roman Catholic Church, respectively."

(Education Acts of Newfoundland, 1832-1892)

APPENDIX E

Appendix E

Excerpt referring particularly to teacher training from:

June, 1853 - An Act for the Encouragement of Education
(Regarding the training of Protestant Masters)

"That any Protestant Master appointed or confirmed in his situation under and by virtue of this Act, may be instructed in any Church of England school, or in any of the First Class Schools of the Newfoundland School Society, or the Wesleyan Training School in St. John's, in the system of teaching observed in such schools respectively; and that for the purpose of affording such instruction to any such Master, there be granted to her Majesty out of such monies as may remain in the hands of the Treasurer, and appropriated, out of the Protestant grant, and the sum of 200 Pounds, Provided always that it shall and may be lawful for the said respective Boards to dispense with the attendance of any such Master or Teacher at such schools, upon being satisfied of the competency of such Master or Teacher."

(Education Acts of Newfoundland, 1832-1892)

APPENDIX F

Appendix F

Excerpt referring particularly to teacher training from:

May, 1858 - An Act for the Encouragement of Education.

For the purpose of training teachers in this Colony, there shall be annually appropriated and expended a sum of 750 Pounds out of the Public Revenue, in addition to the sums of money hereinbefore granted; whereof 400 Pounds shall be paid for training teachers of Protestant schools and 350 Pounds for training teachers of Catholic schools, in this Island; that the annual sum of £25 shall be paid out of the sum of £750, for the Board, Lodging and Training, of any scholar, while so being trained; that no more than two such scholars from any one electoral district shall be paid for at the same time; and that the selection of such scholars shall be made by the respective Protestant and Catholic Boards of Education of such district, according to such regulations as they shall adopt for that purpose, and which shall prescribe the manner of selecting such Scholars, and of obtaining security that they will become and continue Teachers in any such districts for a special period under someone of such Boards; and which Regulations shall be subject, in all cases to the approval of the Governor in Council, before the same shall go into operation."

Appendix F (continued)

Excerpts referring particularly to teacher training from:

May, 1858: An Act for the Encouragement of Education

"Any Protestant Scholar selected and recommended to be trained as a Teacher by the Protestant Board of Education of any Electoral District, according to such regulations, may be Instructed, Boarded, and Lodged, in the Church of England Academy, the principal school of the Newfoundland School Society in this Island, or in the Wesleyan Training School in St. John's, as the Boards appointing and selecting such Scholars shall decide: And any Catholic Scholar selected and recommended to be trained as a Teacher by the Catholic Boards of Education in any electoral district, may be Instructed, Boarded, and Lodged, in the Roman Catholic Academy in St. John's, and the sum hereinbefore granted for Training, Boarding, and Lodging, any such Scholars shall be paid to the Superior, Principal, or Secretary, of any such Academy or School, upon his certifying that such Scholar has been in regular attendance and receiving instruction under his charge during the period for which payment is sought."

(Education Acts of Newfoundland, 1832-1892)

APPENDIX G

Appendix G

Excerpt referring particularly to teacher training from:

May, 1866 - An Act to Amend the Acts for the Encouragement
of Education in this Colony

"Scholars to be trained as Teachers from any
Protestant Board of Education may be Instructed, trained,
and lodged, in the General Protestant Academy in addition
to the schools mentioned in the 28th section of the Act
referred to in the first Section."

(Education Acts of Newfoundland, 1832-1892)

APPENDIX H

Appendix H

Excerpt referring particularly to teacher training from:

1872 - Education Act (consolidation)

"For the purpose of training teachers, there shall be annually appropriated a sum of \$3480 out of the education grant, whereof \$1,856 shall be paid for training teachers for Protestant schools, and \$1,624 for training teachers of Catholic schools in this Island; the annual sum of \$115.38 shall be paid out of the sum of \$3,480 for the board, lodging, and training, of any scholar while so being trained; no more than two such scholars from any one electoral district shall be paid for at the same time; and the selection of such scholars shall be made by the respective Protestant and Catholic Boards of Education of such district, according to such regulations as they shall adopt for that purpose, with the approval of the Governor in Council, and which regulations shall prescribe the manner of selecting such scholars, and of obtaining security that they will become and continue teachers in any such districts for a special period under some one of such Boards."

(Education Acts of Newfoundland, 1832-1892)

APPENDIX I

Appendix I

Excerpt referring particularly to teacher training from:

April, 1876 - An Act to Amend and Consolidate the Acts for
the Encouragement of Education

"Every candidate for the position of Pupil Teacher may be recommended by an Educational Board of the Denomination to which such Pupil Teacher shall belong, and shall be required to appear before a Board of Examiners of such Denominations appointed by the Governor in Council of whom the Superintendent of such Denomination shall be one, who shall examine him in the subjects enumerated in Schedule B of this Act, and if approved by the Board of Examiners, such Candidate may be indentured to such Superintendent according to Schedule C."

"Notwithstanding anything in the next preceding section contained, Pupil Teachers nominated by Boards of Education for Denominations not having academies or Training Schools, may be indentured to either the Church of England or Methodist Superintendent. Minors may be parties to such indentures, which shall be binding upon all parties thereto, as if such minors had been of full age at the time of executing the same."

(Education Acts of Newfoundland, 1832-1892).

Appendix I (continued)

Excerpt referring particularly to teacher training from:

April, 1876 - An Act to Amend and Consolidate the Acts
for the Encouragement of Education

"The further sum of \$4061.13 shall be annually appropriated and apportioned among the several Religious Denominations of the Colony, according to population, to be applied by the Governor in Council for the training of Pupil Teachers, who shall be selected from time to time, so that each District may, as far as such appropriations shall extend, participate fairly in the benefit of the money appropriated for the training of such teachers. The said moneys shall be paid, from time to time, by Warrant on the Receiver General, on Certificate of the Superintendent of Education, to whom such Pupil Teacher may be indentured, and the sum of \$116.00 shall be the maximum amount annually paid towards the board, lodging, and training of any male Pupil Teacher; and in the cases of females, the maximum amount shall be \$80.00 per year."

(Education Acts of Newfoundland, 1832-1892)

APPENDIX J

Appendix J

1876 - Education Act (consolidation) Schedule B Syllabus of Subjects for Training Pupil Teachers

	Health	Certificate and Conduct	Reading	Writing
For Admission	A certificate of good health satisfactory to the Board of Examiners	Certificate of good character from the Chairman of the Nominating Board	To read a paragraph from standard book, with moderate ease and expression	To write in neat hand, with correct spelling and punctuation, a short paragraph from a first class school book slowly dictated
First Year	Certificate from the Master that the health of the pupil teacher continues good		To read with fluency, ease and expression. Recite 30 lines from any standard poet.	To write as above a passage of simple prose
Second Year	Same as above		To read with improved articulation and expression and recite 40 lines	To write from memory as above a passage of simple prose.
Third Year	Same as above		To read as above. Recite 60 lines of poetry.	To write as above, and produce an original composition on some subject

APPENDIX K

Appendix K

Excerpt from the Education Act of 1895: Salary Scale

Church of England

	Teachers 1st Grade		Second Grade		Third Grade	
	Male	Female	Male	Female	Male	Female
Average Salary	434.96	308.26	274.09	191.81	198.87	152.76
Highest Salary	727.52	417.75	468.73	308.00	345.37	195.82
Lowest Salary	335.00	225.00	180.14	152.00	102.11	129.30

Roman Catholic

	Teachers 1st Grade		Second Grade		Third Grade	
	Male	Female	Male	Female	Male	Female
Average Salary	264.00	218.00	202.00	156.00	166.00	125.00
Highest Salary	435.00	250.00	270.00	216.00	218.00	163.00
Lowest Salary	175.00	185.00	135.00	110.00	82.00	91.00

Methodist

	Teachers 1st Grade		Second Grade		Third Grade	
	Male	Female	Male	Female	Male	Female
Average Salary	391.95	265.43	281.75	219.98	247.57	187.90
Highest Salary	631.25	331.41	367.25	283.33	328.00	256.50
Lowest Salary	243.90	210.00	194.90	164.74	205.50	116.00

(Education Acts of Newfoundland, 1895)

APPENDIX L

Appendix L

Variations in the Grades of the Schools of Newfoundland
Taking the C.H.E. examinations from 1894 to 1931

Year	Grades
1894 to 1895	Junior Grade and Senior Grade
1896 to 1898	Junior, Senior, Associate Grades
1899 to 1915	Primary, Preliminary, Intermediate, Associate
1916 to 1928	Primary, Preliminary, Intermediate, Junior Associate, Senior Associate, Licentiate in Arts (dropped around 1927)
1929 to 1931	Grades VI, VII, VIII, IX, and X, Junior Matriculation, Senior Matriculation



